DOCUMENT RESUME

ED 121 091 FL 007 557

AUTHOR Miller, Virgil
TITLE Promotional Ideas for Increasing Foreign Language Enrollment in North Carolina.
PUB DATE 75
NOTE 16p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Class Activities; Inservice Teacher Education; *Language Enrollment; *Language Instruction; Language Teachers; *Publicize; *Second Language Learning; Statistical Data; *Teacher Responsibility

ABSTRACT

A number of promotional ideas used for increasing North Carolina's foreign language enrollment are listed. They are divided into: state level, regional level (including numerous suggestions for foreign language festivals and evening and/or Saturday mini-courses for teachers), local level, and teachers in each school (including many suggestions for obtaining the help of guidance counselors and for celebrating Foreign Language Week). A chart showing the state's foreign language enrollment from 1964-65 to 1974-75 is included to show the success of the promotional campaign. For the years shown, total language enrollemnt went up from 92,632 to 122,899. (RM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121091

PROMOTIONAL IDEAS

FOR

INCREASING FOREIGN LANGUAGE ENROLLMENT IN NORTH CAROLINA

Compiled by
Dr. Virgil Miller, Consultant
Division of Languages
State Department of Public Instruction
Raleigh, North Carolina 27611

FL007557

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These ideas were first presented to the teachers of the state during the 1972-73 school year. The enclosed chart of student enrollment in Foreign Languages from 1964-65 to 1974-75 shows the success of our promotional campaign.

PROMOTIONAL IDEAS
FOR
INCREASING FOREIGN LANGUAGE ENROLLMENT IN NORTH CAROLINA

A. State Level

1. Choose regional leaders, ask for their help and work with them. They will serve as coordinators, inspirers and "pushers" for all the foreign language teachers in their region and will cooperate with the Foreign Language Association of North Carolina.

2. Work together with the Division of Pupil Personnel Services in the State Department of Public Instruction as to the best way to reach guidance counselors.

3. Obtain statements from the Governor, the State Superintendent and the Chairman of the State Board of Education as to the importance of foreign language study in our schools.

4. Ask the Governor to officially proclaim Foreign Language Week for North Carolina.

5. A visit from our office to each school in these units with which we will be working in depth (or as many as possible) and a meeting with foreign language teachers, guidance counselors, principals and local supervisors either during the school day or immediately thereafter. Write letters and set up schedule as first step.

6. Ask a team of principals to prepare (with our help) a position paper for their conference on the importance of foreign language study.

7. Ask a team of superintendents to do the same thing.

8. Ask a team of guidance counselors to prepare similar material for their group.

9. Ask a team of distinguished State university professors to prepare position paper for Board of Higher Education on "Why Proficiency in at Least One Foreign Language Should be Required of All College Graduates."

10. Ask a committee of outstanding Latin teachers to prepare a position paper on "The Relevancy of Latin in the Space Age," to be presented to guidance counselors, principals and superintendents.

11. Organize each unit (or group of smaller units) with president or other responsible person to be in charge of conversation groups and other joint activities in the area.

12. Prepare and distribute checklist to participating teachers to determine the effect of the overall selling program on foreign language enrollment during the next five years.

B. Regional Level

1. Regional leader and his committee will plan and carry out a regional foreign language festival along lines already developed at Pembroke University.

Suggestions for Festivals

a. To be hosted by a university, college or community college on Saturday at the end of Foreign Language Week.

b. Regional leader on the host campus to be director of the festival.

c. Send advance notice and invitation to each school in the region. (Note: Regions will be delineated by us.)

d. Begin the festival with a parade downtown and back to campus, if distance involved makes this feasible. Invite each school to be represented in the parade by their band, foreign language queen, or queens, if more than one foreign language is taught, and by a foreign language float or floats.

e. Invite the colleges in the region to participate fully in the festival.

f. During the festival ask students and teachers from participating schools and colleges to:

1) Perform in competitions
   a) Dance groups or solos
   b) Plays or skits (no longer than five minutes)
   c) Poetry reading (short poems preferred)
   d) Singing (group or solo)
   e) Puppet shows
   f) Student-prepared foreign language films or slides
   g) Project exhibit (prizes by grade level): Any project such as map, model, poster, magazine, report, game, developed by a student or a group of students

2) Wear a foreign costume. Add to the festive feeling and enter the competition.

3) Prepare a game or food booth. Classrooms could be used for large booths. We ask that fees be kept minimal at each booth. Food should be sold at cost, and fees at game booths

should not exceed 10 cents per game. This will encourage participation. Some of the booths entered might be Chansonettes, Flea Market, French Cafe, Cheese Tasting, Bingo and Scrabble in French, Tacos, Piñata Fun, Jeopardy in Spanish, Spanish Magician, Enchiladas, German Poetry, German Deli Foods, Sauerkraut Band, German Cooking demonstration, Latin is a Blast, and booths of realia from various countries.

4) Have a film festival. Films in all foreign languages taught in the region.

5) Visit all booths and view competitive performances.

6) Attend special performances of guest performers, e.g. folk singers, presented by the AATs and the Classical Society.

7) Attend rap sessions in each of the languages; college students to serve as leaders.

8) Have showcases featuring exhibits for each of the languages, including an international coin collection and a doll collection.

9) Ask airlines, consulates and food companies to send exhibits and representatives.

10) Ask publishers to have exhibits of foreign language materials--records, tapes, games, posters and other realia. Give students and teachers the opportunity to peruse and purchase these materials.

g. Ask all local companies with international connections (such as Coca-Cola and tobacco and furniture firms) to have floats in the parade and a booth on campus.

h. Be sure to invite local dignitaries such as superintendents, mayors, American Legion officials, VFW officials, etc., to ride in the parade and to serve as judges.

i. Ask local merchants to feature foreign language exhibits in their show windows during foreign language week and especially for the regional festival.

j. Urge the local public, and especially parents, to watch the parade and enjoy all the activities of the festival.

k. Serve a foreign lunch. One year you might feature Spanish food, the next year French food, etc.

l. Ask one of the Special Forces Teams from Fort Bragg to march and play in the parade, to perform at the opening ceremony on campus following the parade and to have a booth. The members of the Special Forces are trained not only in the various military skills, but each one is fluent in at lease one language in addition to English. If you request it six weeks in advance they will also make a parachute jump onto your campus.

m. Make sure that all trophies given in the various competitions are suitable for display in the schools winning them.

n. Make full use of all local news media to advertise your festival.

o. Make sure that the local Mayor officially proclaims Foreign Language Week and Foreign Language Day (the latter during opening ceremonies on campus).

p. Wherever possible, obtain cash prizes for the winner in each kind of competition. These cash prizes could go toward establishing foreign language scholarships, or to a fund to permit a student to study in the foreign country.

q. Have various musical groups wander around the cafeteria and play and sing during lunch.

r. Involve as many local ecclesiastical dignitaries as possible in the ceremonies. They might give the invocation or the benediction, for example--but in a foreign language, of course.

s. Issue a special invitation to all native speakers of other languages and their familites to be present at the festival.

2. Prepare mini-courses for teachers in the evening and/or on Saturdays either on a high school or college campus. These mini-courses should be prepared and taught by teams of native speakers who are foreign language teachers and North American foreign language teachers. These mini-courses might include, but need not be limited to, the following, in each of the regions:

a. Preparing authentic French, Hispanic and German dishes. (This might well be done in cooperation with the Home Economics departments in the region involved, and their teachers invited to attend.)

b. French, Hispanic and German folk dances. (This might be done in cooperation with the Physical Education department in the region, and the teachers invited to attend.)

c. French, German and Hispanic games and songs currently popular with teenagers.

Note: In-service credit may be arranged for attending all three mini-courses.

3. Native speakers and highly competent North American teachers could prepare mini-courses for statewide use by classroom teachers, and also courses to be broadcast by local radio stations across the state. These might include the following:

   a. Hispanic, Germanic and French culture. Civilization courses, either for six weeks or semester, in English, in cooperation with social studies departments. These courses could be in outline form for teachers. They could be fully developed and recorded by master teachers at the regional level for radio broadcasting throughout the state. The series of broadcasts might be called "Far Away Places with Strange Sounding Names."

   b. A mini-course in cooperation with Latin teachers and English teachers, on the development, growth and changes of languages. This course also could be both for classroom use and for radio broadcasts.

   c. Ten (10) mini-courses in French, 10 in German, and 10 in Spanish for use at advanced levels. Again, regional teams of native speakers and North Americans would develop these courses and they would be available for statewide classroom use.

   d. Mini-courses entitled "Our Hispanic Heritage," "Our Germanic Heritage," and "Our French Heritage." These three should be developed in English for both classroom and radio use. They should be developed in cooperation with teachers from the academic and vocational disciplines and should include language, art, music, vocational skills, handicrafts, architecture, science, cooking, dancing, games, names, etc.

   e. A mini-course in English on the Aztecs, another on the Mayas, a third on the Incas. (Again by teams of teachers, and for both classroom and radio use).

   f. A mini-course in English on French influence in the New World, including Quebec, Louisiana, the islands like Martinique, Haiti, etc. (Again by teams of teachers, and for both classroom and radio).

   g. A mini-course in English done in cooperation with Latin teachers, on "Our Classical Heritage." (Again by teams of teachers and for both classroom and radio use).

4. Have annual regional meeting of all foreign language clubs.

C. Local Level (either one unit or several small units)

1. Organize. Elect leaders who will be responsible for conversation groups and for other joint activities.

2. Make definite plans for weekly conversation groups for all foreign language teachers.

3. Invite all native speakers of the languages involved to attend the conversation groups.

4. Invite the advanced students from each school to attend the conversation groups.

5. Work out visits between schools for all teachers at all levels. Get to know your colleagues.

6. Develop goals and objectives for each level of each foreign language taught.

7. Enable each teacher to become familiar with what is taught at each level in order to promote better articulation.

8. Organize conversation-culture classes for parents and other interested adults at night.

9. Offer your services as interpreters to local police, courts, Travelers Aid, etc.

10. Make sure there is full news media coverage of each local foreign language activity.

11. Help each school to develop a strong foreign language club in each foreign language taught.

12. Encourage attendance of local foreign language clubs at regional meetings.

13. Promote full use of foreign language teachers who are native speakers in upgrading the competencies of the other foreign language teachers in their area.

14. Strongly encourage membership in professional organizations and attendance at the State Foreign Language Conference.

15. Strongly encourage each modern foreign language teacher who has not already done so, to travel and/or study next summer in a country where the language he teaches is spoken.

16. Ask your local radio station(s) to feature a foreign language teacher and his students on a program each month.

17. Arrange with your local radio station(s) for the broadcasting of courses prepared by master teachers at the regional level. See Number 3 under Regional Level for list of suggested courses.

18. Organize local weekend outings, such as picnics, for the advanced foreign language students from each school, with only the foreign language spoken.

19. Ask local theaters to show foreign language films from time to time, especially during Foreign Language Week.

20. Ask teachers who are native speakers to make it a point to invite their North American colleagues into their homes for food, fun and talking in the foreign language.

21. Have all the foreign language clubs jointly buy monthly ads on why study foreign languages in local newspaper(s). Use statements from Governor, State Superintendent, etc.

22. Ask an international company like Coca-Cola to sponsor TV and radio propaganda on "Why Study a Foreign Language?" with part of the propaganda being in a foreign language. Example: 'Tome Coca-Cola--Coca-Cola tastes good in any language."

23. Ask the local civic clubs to jointly sponsor one foreign language teacher from the unit(s) for a summer of study abroad each year.

24. Compile list of all native speakers of French, Spanish and German in your unit(s). Put one very capable teacher in charge of this.

Teachers in Each School

1. Help guidance counselors to help you. The following suggestions may be helpful:

   a. Offer your services to explain the foreign language program to the entire guidance staff early in the year and again at scheduling time.

   b. Invite guidance personnel to your department meetings when pertinent items are being discussed.

   c. Offer to place all transfer students by interviewing each one individually. This procedure avoids misplacement, rescheduling, general confusion, and relieves the counselor of a decision he often feels unqualified to make, especially when transcripts are not at hand.

   d Insist that no student be dropped from a course or his program changed without being interviewed by his teacher and chairman.

e. Insist on being included in parent interviews where foreign language is a major topic to help the counselor as well as the foreign language program or teacher involved.

f. Suggest that a liaison person from guidance be appointed to handle foreign language matters.

g. Meet deadlines. If guidance asks for grade sheets, enrollment numbers, Advanced Placement applications, be sure they are in on time. Your next request will be answered in kind when your deadline is pressing and their cooperation is needed.

h. Assist guidance with the choice of college for your junior and senior students. Keep abreast of good foreign language programs at all local and national colleges. Your responsibility is very great, since foreign language majors depend heavily on your advice as well as that of the counselor. If possible, arrange visits to the foreign language departments at local universities. Career counseling is also part of our job.

i. Take over the advisorship for summer study, travel, exchange and work programs for students. Let guidance know that you are the resource person, and then collect materials. Relieve the guidance counselors of still another job.

j. Assist guidance in evaluating and assigning credits from summer study programs or from foreign schools.

k. Keep foreign language students' guidance files up to date with any accomplishments and documents to help the student.

l. Contact the counselor with the purpose of helping the student early in the year when something can still be done, rather than waiting until the matter is impossible to solve.

m. Verbalize and write out your praise of the counselors.

n. Sell your program to guidance--who in turn will sell it to the students--by being interested, cooperative, enthusiastic, confident, knowledgeable, and hard-working. Know your facts on why foreign language should be studied as long as possible.

o. Invite the guidance counselor(s) to all your foreign language meals, parties and festivals.

p. Emphasize continually that foreign language study is for <u>all</u> students, especially for those <u>not</u> going to college.

2. Make a big thing of Foreign Language Week. The following suggestions may be helpful.

   a. Decorate classrooms, showcases, bulletin boards, corridors, libraries, and cafeterias. Sponsor competitions to encourage students to work on decorations. Label all objects throughout the school in all the languages offered in your school. This is also an excellent learning device.

   b. Exhibit student work related to foreign language study in the schools and in the public library. Literary endeavors, arts and crafts, maps, posters, models, charts, puppets, dolls, student-produced films and slides and games are among those things which might be exhibited.

   c. Plan assembly programs with youngsters performing skits, dances, poetry reading and singing.

   d. Make special arrangements with the dietician to have a foreign luncheon served each day in the student cafeteria. Have classes prepare meals in conjunction with Home Economics, or simply prepare snacks and invite guidance, administration, the Board of Education, and the PARENTS.

   e. Sponsor an open house. If you re proud of your program--and you should be--you need do nothing special. Simply invite parents to attend their child s class. The invitation shows your pride. When parents come and see an interesting, exciting program where youngsters are learning and enjoying themselves, we have made a friend. They will spread the good word to other parents and taxpayers. What music to our ears. "Language instruction in our community is a dynamic, pleasant and rewarding experience; it must stay!"

   f. Ask your local mayor to proclaim Foreign Language Week in your community.

   g. Climax the week by taking full part in the Regional Foreign Language Festival.

   h. Ask the minister of each church in your community to call attention to Foreign Language Week by announcements in the church bulletin on the Sunday preceding Foreign Language Week.

   i. Ask each local civic club to schedule a foreign language teacher as their luncheon or dinner speaker during Foreign Language Week.

   j. Ask local merchants to feature foreign language realia in one of their show windows during Foreign Language Week.

3. Try to have at least one exchange student in your school each year.

4. Schedule visits by your advanced students to your feeder schools to sing, dance, etc., and in general sell the younger students on the idea of enrolling in a foreign language class when they reach the grade where foreign language study begins.

5. Make sure that all local news media have full coverage of each of your foreign language activities.

6. Have a foreign language night for parents. Serve them a foreign meal, and let your students perform for them--songs, dances, skits, etc.,--in the foreign language, of course!

7. Encourage at least one of your students to go each summer to a country where the foreign language is spoken. The Foreign Language Club and/or local civic clubs might help with the expenses.

8. Where possible, have at least one assembly speaker each year from one of the embassies or from Pan-American Union.

9. Have local native speakers visit your classes frequently, and when possible use them as aides in pronunciation, culture, etc.

10. Where possible, arrange for your outstanding advanced students to spend a weekend in the home of native speakers.

11. Have pen/tape pals for each of your foreign language classes.

12. Have all trophies won by your foreign language students displayed in the showcase of the school.

13. Use outstanding and enthusiastic advanced foreign language students as recruiters for incoming students. Ask each one to recruit a certain number of beginning foreign language students. Have prize for one who recruits most. Have dinner for all recruiters and train them in their "sales pitch."

14. See to it that foreign language activities are well represented in the school year book.

15. Teach your cheerleaders at least one yell/cheer in each foreign language taught in your school and see that they give it/them at each game.

16. Have at least one assembly program each year with students from all foreign language classes taking part: songs, dances, skits, etc., in the foreign language.

17. Take your students Christmas caroling in the foreign language(s) taught. Visit the hospital, the old folks home, the elderly and shut-ins, the principal, the superintendent and the school board members.

18. Ask the Special Forces foreign language team from Fort Bragg to come and perform in your school. Your students, especially the boys, will be amazed.

19. Take your students, if possible, to a foreign restaurant.

20. Have foreign language students invite foreign students from NCSU and other colleges and universities to their homes for Thanksgiving, Christmas, Easter. If possible, have these students come to high school classes one day dressed in their native costumes.

21. Use advanced students to tutor slower students in lower levels or to help students catch up on work missed for one reason or another.

22. Start each class with a song or some other device to get students in a good mood. End each class on the same happy note.

23. Be in charge of at least one PSTA program each year--a good one would be the Christmas program.

24. Keep your own competencies in the foreign language up-to-date.

25. Sell your product! To be enthusiastic, act enthusiastic!

FOREIGN LANGUAGE

Pupil Enrollment 1964-65 throu

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
FRENCH	56,996	60,588	58,715	59,783	57,275	53,771
SPANISH	21,563	24,606	29,529	31,992	34,917	36,393
GERMAN	884	817	1,099	981	1,675	1,422
LATIN	13,169	12,003	10,752	11,065	8,340	7,523
RUSSIAN						
OTHER						
	92,632	98,014	100,095	103,821	102,207	99,109

*The 7,838 students listed under "Other" for 1973-74 were students in ex
either in the 9th, 8th or 7th grades where foreign languages had not be
In 1974-75 these exploratory courses became the first level of the tota
sequence. The 141 students listed under "Other" in 1974-75 are enrolle
Hebrew, for which our computer has no specific code.

AGE

through 1974-75

70	1970-71	1971-72	1972-73	1973-74	1974-75
71	44,426	43,586	37,794	44,403	46,710
93	35,496	39,960	38,132	48,644	58,131
22	1,122	1,455	1,610	1,859	5,613
23	5,304	4,874	4,355	8,264	9,857
					14
				7,838 *	141
09	86,348	89,875	81,891	111,008	122,899

in exploratory courses
ot been offered before.
total foreign language
rolled in Greek or